



My Early Years Support Plan

Guidance for Early Years Practitioners

All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities (SEND Code of Practice 5.12).

Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs (SEND Code of Practice 5.37).

Settings must maintain records showing how they are supporting children with SEN or disabilities. Such records about their children must be available to parents (SEND Code of Practice 5.50).

All settings should adopt a graduated approach for children with SEN or disabilities. The four stages of action are: assess, plan, do and review.

Assess

The Early Years Support Plan enables practitioners to record an analysis of the child's needs. Assessments of the individual child take into account information gathered from the setting's observations, the child's and parents' views, wishes and aspirations and any specialist advice that has been sought from beyond the setting. Assessments need to be reviewed regularly to ensure the support is matched to the child's current needs. Any changes to the child's strengths and interests or their needs should be recorded and dated.

Plan

The Early Years Support Plan is used to record outcomes for the child and details of interventions and support that will be put in place. Plans need to be agreed in consultation with the parents and should also take into account the views of the child. It must be evident that advice provided by other specialists has been included in the plan. The support and interventions recorded must be selected to meet the outcomes identified for the child. Parents should be encouraged to be involved, where appropriate, in reinforcing the interventions or contributing to progress at home. How they will do this should be made explicit in the plan. The plan must have a clear review date. It is recommended that this should be every 6-8 weeks, as young children's needs can change rapidly.

Do

Details of how practitioners and parents will implement support for the child should be included on the plan. The SENCO should oversee the implementation of the interventions and support that are planned for the child at the setting.



Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the key person and the SENCO in discussion with the parents and taking into account the child's views. Parents should have clear information about the impact of the support provided and be involved in planning the next steps. Everyone should agree any changes to the outcomes and support for the child in light of the child's progress and development. After review, a new Early Years Support Plan should be written. Dates on the plans should be consecutive. It is important to keep copies of previous Early Years Support Plans.

Parental Consent

The parent(s) must sign the Early Years Support Plan to show that they have been involved in the process.

For Cared for Children the child's social worker must be involved and the Early Years support plan should be used in conjunction with the Early Years Personal Education Plan.

Confidentiality, underpinned by professionalism, is essential at all times.

NB. The term 'parent' has been used to include any parent or carer who has parental responsibility. This may include a parent who shares parental responsibility but does not reside with the child. This parent **must** be included and informed throughout the process. Children who are the subject of a care order will have a social worker with parental responsibility.

The role of the SENCO

The graduated approach should be led and co-ordinated by the setting SENCO, working with and supporting individual practitioners. This should be informed by the Early Years SEND documents which can be found on the Westmorland and Furness Local Offer ([Families Information | Early Years SEND Documents](#))

Ordinarily Available Provision (OAP)

Ordinarily available provision is the range of activities, opportunities and strategies that are offered as good basic practice to meet a range of additional needs. The early years OAP document, which is available on the Westmorland and Furness Local Offer (see above link), contains strategies and provision which will support settings to make reasonable adjustments and provide high quality learning for all.

Transition

SEN support should include planning and preparing for transition, before a child moves to a new room, setting or school. Information about this should be included in the Early Years Support Plan.

What next?

Where a child continues to make less than expected progress, despite interventions and support, practitioners should consider requesting support from appropriate specialists, if they are not already involved. The decision to involve specialists must be taken with the child's parents.

Where, despite the setting having taken relevant action to identify, assess and meet the special educational needs of a child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment. This must be discussed with the child's parents.